**Structured Small Group Program**

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**CONNECTED 24/7**

**Goal/ Purpose**

**Students at the 5th grade level will obtain knowledge about cyberbullying to help decrease the occurrence within the school. These students will learn the impact cyberbullying has on self and others. Students will analyze online bullying behaviors that could be considered threatening. As a result, they will generate multiple solutions for dealing with a cyber bullying situation that includes threats. Students will use creative thinking to propose ways to report online bullying and threats anonymously.**

**Population**

**The group is for 5th grade students. The students have expressed concern about experiencing cyber bullying. This will be an eight member, mixed group, consisting of students of 10-12 years of age.**

**Rationale/ Need**

**The purpose of this needs assessment is to determine the need for cyberbullying awareness at Bradshaw Elementary School. In order to assess for the need of this group, surveys will be given to all 5th grade students. Based on statistics according to the website howtostopbullying.com (2009), School bullying statistics and cyber bullying statistics show the 77% of students are bullied mentally, verbally and physically. Many have tried to stop cyber bullying according to statistics.**

**Theoretical Orientation**

**This psychoeducational group will be focus on the ways cyberbullying can effect emotions. Reality Therapy approach will be used with these students. According to Corey (2012), when being used in groups the plan can be brought to the here-and-now by practicing a new way to relate to someone. (p.413). Students within this age group focus on current life situations.**

**Ethical. Legal, and Multicultural Issues**

**All of the group members will be required to have parent/guardian consent forms (see attached) in order to participate within this group session. Confidentiality would be a concern in group sessions and will be discussed. The group will practice scenarios regarding cyberbullying and determine what should be done to decrease the occurrence. The group leader will provide a safe and informative atmosphere. They will also adjust academic curriculum for all cultural beliefs.**

**Recruitment and Screening**

**Screening for this group will be during the first ten minutes of gym class the second month of school. Once students have been selected, the Professional School Counselor will interview the 5th grade students. After the interview the Professional School Counselor will invite students to attend group sessions.**

**Structure**

**This psychoeducational group is a six session closed group that will meet every Tuesday for six weeks. This group will be offered every nine weeks and will meet in the counselor’s office during the elective block from 12:00-1:00.**

**Core ASCA Standard(s)**

PS: A1.1 Develop positive attitudes toward self as a unique and worthy person

PS: A1.6 distinguish between appropriate and inappropriate behavior

PS: A2.6 Use effective communication skills

**Core State Academic Standard(s)**

AA.S.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them respect self and others.

AA.PSD.7.7.12 students will recognize the impact of bullying on self and others.

**Objectives**

* Students will learn how bullying affects themselves and others.
* Students will discuss and define cyberbullying
* Students will learn appropriate behaviors while communicating by using technology.
* Students will be able to define what bullying is.
* Students will be able to differentiate between subtle and obvious bullying.
* Students will observe bullying incidents in school.

**Program Evaluation**

**During the second month of school students will complete a pre-test. The termination session they will complete a post-test. Beginning on the second session students will complete a pre-assessment. After completing the six week psychoeducational program, the Professional School Counselor will interview each student and notify parent and teacher of the evaluation. The student will complete an evaluations form following the termination. The data from all termination evaluations will be determined to show the outcome of the group.**

**Session 1**

**Title: What is cyberbullying?**

**Brief Summary of Session: To help students recognize the impact of cyberbullying on self and others.**

**Theoretical Orientation: Reality Therapy**

**Specific Group Technique: Modeling after an informative lesson.**

**Duration:** 30 minutes

**Materials/ Media:** paper, pencil, pen

**Core ASCA Standard(s):**

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS: A1.6 distinguish between appropriate and inappropriate behavior

PS: A2.6 Use effective communication skills

**West Virginia Academic Standard(s):**

AA.S.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them respect self and others.

AA.PSD.7.7.12 students will recognize the impact of bullying on self and others.

**Objectives**

* Students will learn how bullying affects themselves and others.
* Students will discuss and define cyberbullying
* Students will learn appropriate behaviors while communicating by using technology.

**Assessments**

Student will be given a verbal pre-test to evaluate their knowledge about cyberbullying. A verbal post-test will be used to reflect the student’s increased knowledge about cyberbullying.

**Procedures/ Instructional Strategy:**

1. Give each student a piece of paper. Ask them to make a heart. Have student to wrinkle paper in a ball.
2. Tell students that every time a person is hurt by bullying it causes a wrinkle in their heart.
3. Tell students to try to flatten the heart out again, making it smooth and without tearing it.
4. Point out that the wrinkles still remain even after they try to straighten it out. Talk to students about how things they say or do to people may cause a wrinkle in their heart that cannot be removed. Things cannot be “unsaid”.

**Homework/ Ownwork**: The Professional School Counselor will add classmates to the website Edmoto. The student must turn in their signed Internet Usage Policy before having access to the website. The website will be monitored for inappropriate behavior.

**Group Stage and Emerging Issues:**

This group will operate in the initial stage. After beginning the working stage students will be allowed to share opinions and concerns. However, they should be instructed to keep limit to their comments to what they want to share about their own actions (you do not want the session to turn into a blaming session).

**Session 2**

**Title: Bullying Awareness**

**Duration:** 20Minutes

**Brief Summary of Session:** Students will begrouped into pairs or small groups and will make a list of what they think cyberbulling bullying is. The Professional School Counselor will explain some different scenarios of cyberbullying.

**Theoretical Orientation: Reality Therapy**

**Specific Group Technique: Students will model knowledge of bullying by writing it down on index cards.**

**Materials/ Media:** 50 index cards per student (10 index cards per day for each student) One small notebook for each student to keep a journal for one week, pencils and flipchart or blackboard and chalk

**Core ASCA Standard(s):**   
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS: A1.6 distinguish between appropriate and inappropriate behavior

PS: A2.6 Use effective communication skills

**Core State Academic Standard(s):**

AA.S.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them respect self and others.

AA.PSD.7.7.12 students will recognize the impact of bullying on self and others.

**Objectives:**

* Students will be able to define what bullying is.
* Students will be able to differentiate between subtle and obvious bullying.
* Students will observe bullying incidents in school.
* Students will learn how to help those students who are being bullied.

**Assessments**:

The Professional School Counselor will visually examine the usage of index cards during the week of the card game.

**Procedures/ Instructional Strategy:**

1. Group students into pairs or small groups and have students make a list of what they think bullying is.

2. Explain the definition of bullying to the students: Explain the definition of bullying to the class. “Bullying is an act of violence. It is intentional, repeated hurtful acts, words or other behaviors committed by one or more persons against another in an obvious or subtle way.” Students may need to review what a “subtle” versus “obvious” form of bullying may be, e.g. direct teasing versus isolating an individual from joining in.

1. Review with the class the different forms of bullying on the butcher paper, Physical, Mental and have the student state a type of bullying and write it either under physical or mental. When the class is done write a few more that the students may have missed.

1. Remember to review the seriousness of the different forms of bullying listed and explain the possible consequences and feelings of a person who maybe going through this form of bullying.

Review with students how to identify bullying and different ways of defending oneself or another, nonviolent, in bullying. For example, walking away, or telling the other person they are bullying, if defending, why are you picking on him/her, just leave them alone, and other examples that may be relevant to the class.

**Homework/ Ownwork**:

Each student should receive 10 cards, and a journal to document their week. The journal is to keep track of how many cards they received for the day explaining how they received the card and for what reason they received the card and how they felt when being bullied or bullying.

Present the 5 rules of Bullying Project Awareness

* RULE 1: Each student will receive 10 cards everyday when school starts.
* RULE 2: To take another person’s card, you have to be bullied by the person or group. To know if you have been bullied you may feel, fear, rejection, physical pain, or anything that happens to hurt your feelings and make you feel bad about yourself is consider to be bullied. This will count in taking another person’s card away from them. Example, one student hits another student to bully them then the student who got bullied will receive a card from the bully. If the bully does not give their card to them write it down in the journal and explain what happen and give yourself a card.
* RULE 3: When taking a card from a person you must tell them they just bullied you, how they bullied you and how it made you feel when being bullied.
* RULE 4: Write everything down in your journal to explain what happened and how you felt.
* RULE 5: Defending another person will earn you a card from the bully. 1 card to the bullied and 1 card to the defender. Write down in the journal what you saw and how you defended the other person.

GET OUT OF BULLY FREE CARD: The only way to keep your card from someone who said you bullied them is by listening to why the other person felt like you bullied them. If you did it by accident and feel sorry about it then apologize to the person. After the apology or explanation of the incident, it is up to the person who was bullied to either take the card or let the bully keep their card.

**Group Stage and Emerging Issues:** This group will operate in the working stage.During the end of the assignment students may be argumentative if they do not “win” the card game.

**References**

**American School Counselor Association. (2010). *Ethical standards for school counselors*. Retrieved from** [**http://www.schoolsounselor.org/files/EthicalStandards2010.pdf**](http://www.schoolsounselor.org/files/EthicalStandards2010.pdf)

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Corey, G. (2012). *Theory & Practice of Group Counseling*. (8th ed.). United States: Brooks/Cole, Cengage Learning.

Hinduja, S. (2009). Cyberbullying Research Center. Retrieved August 1, 2012, from http://www.stopthebullying.com/cyberbullying